

Attachment D
2007 Assessment
Sample Configuration #2

**Kentucky Writing Portfolio, Writing On-Demand, Core Content Test and
Norm Referenced Test by Content Area and Grade**

Adapted October 27, 2004

Legend:

Box with an X= Indicates content assessed at grade level for school accountability

Blank box= Indicates content not assessed at grade level for school accountability

Shaded area= Indicates each type of writing assessment and grade level

Augmented NRT/Grade (NCLB)	3	4	5	6	7	8	9	10	11	12
Reading/Language Arts	X		X	X		X				
Mathematics	X	X		X	X					

Assessment/Grade/KCCT	3	4	5	6	7	8	9	10	11	12
Reading		X			X		X NRT	X		
Mathematics			X			X			X	
Science		X			X				X	
Social Studies			X			X			X	
Arts & Humanities			X			X			X	
Practical Living & Vocational Studies			X			X		X		

Writing Assessment	3	4	5	6	7	8	9	10	11	12
Writing On-Demand (KCCT)	X	X		X	X		X	X		X*
Writing Collection/Portfolio			X			X			X	
Writing Multiple Choice-Conventions (NRT)	X			X			X			
Working Folder KRS 156.070	→	→	→	→	→	→	→	→	→	→

- Includes on-demand writing assessments at 3, 4, 6, 7, 9, 10, and 12*

Rationale-Spreads accountability for writing across grade levels and on-demand will not be assessed the same year as the portfolio

Considerations-

- ❑ Shifts the emphasis of writing assessment to the on-demand assessment of independent writing skills
- ❑ Provides possibility for on-going diagnostic information from on-demand performance that could guide writing instruction
- ❑ Allows for longitudinal data to be kept on individual students
- ❑ Transitions students writing instruction to post-secondary school or career expectations
- ❑ Indicates need for on-demand tasks to be developmentally aligned with grade levels and to be progressively more sophisticated
- ❑ Shifts emphasis in instruction to student internalization of writing skills
- ❑ Creates need for new standards at 3, 4, 6, 7, 9, and 10
- ❑ Requires professional development for teachers on the new standards

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- Shifts assessment of writing portfolio to 5, 8, and 11
Rationale-Spreads the assessment of writing across more grade levels by alternating on-demand and the portfolio in different years
Considerations-
 - ❑ Engages students in writing over time and offers the possibility for assessing the school-wide writing program at the exiting years for elementary and middle
 - ❑ Allows the 11th grade portfolio to be used for postsecondary experience (i.e., college placement, IGP connection, career)
 - ❑ Allows a student time to work an additional year to improve performance, if needed, for high schools that have a portfolio score requirement for graduation
 - ❑ Creates need for writing standards at grades 5, 8, and 11
 - ❑ Requires professional development for teachers on the new standards

- Adds a *literacy* assessment at the 12th grade*
Rationale-Prepares seniors for postsecondary school/career experiences and aligns with the American Diploma Project expectations
Considerations-
 - ❑ Requires design of additional testing component
 - ❑ Shares a reading/writing connection so need for a decision about how the weight from the two content areas will be distributed

- Maintains assessment of the conventions of writing at grades 3,6, and 11 in addition to assessing conventions in the on-demand assessments and the portfolio
Rationale-Continues emphasis on grammar and language mechanics through multiple-choice item assessment
Considerations-
 - ❑ Adds an assessment of writing conventions since conventions are also assessed through the portfolio and on-demand writing.
 - ❑ Lacks “transparency” to the public that this is an assessment of writing conventions
 - ❑ Provides limited information about students’ understanding of writing conventions